

Better Teaching For Adults

Workshop Guide

Topper Reid

Before the session:

Arrange room in a semicircle of needed rows of chairs. Set up for PowerPoint. Provide extra pens and listening sheets. Locate a name tag table with Sharpies at door.

As everyone arrives:

Welcome everyone to session. Make sure everyone has a name tag and a listening sheet.

Introduce yourself and the session topic as you begin the session.

Buzz Groups

Ask learners to create groups of 3-4 people and discuss a possible definition for teaching and learning. Ask them to write their definitions on the note sheet.

Allow 5 Minutes.

What is your definition of teaching?

What is your definition learning?

C all time and ask learners to share their answers with large group. Then share your answers using the PowerPoint. Emphasize the idea that we want to engage our learners so that they actively participate in each learning session. We want to see them develop spiritually. Share definition of spiritual transformation. Follow the PowerPoint.

Spiritual Transformation

God's work of **changing**
a believer into the likeness of Jesus
by creating a new identity in Christ
and by empowering a lifelong relationship of love, trust, and obedience to
glorify God.

Teaching Goal: To **guide** our learners to become **doers** of the Word and
not just hearers only. James 1:22

Engage adult learners through their five senses....

Remind the learners of our five senses. As we teach, we want to use as
many of the five senses in our presentation as possible.
Follow the PowerPoint.

Say: There are four learning styles which characterize how we learn. Most
every person will learn in one or more of these styles. They are... Follow the
PowerPoint.

Four Learning Styles:

1 Thinkers 2 Sensors 3 Feelers 4 Intuitors

Buzz Groups

Ask learners to return to their buzz groups and listen as you read each of the characteristics of each learning style aloud. Ask them to decide which two styles best describe how they learn and then share results with their buzz group. Follow the PowerPoint.
Allow up to 10 Minutes

Thinkers....Characteristics of

Silent responders....sit and stare group
Rational / Sequential / Academic
Data collectors / Information centered
Impatient with group discussion
Learn by lecture / verbal presentations / data
22% of the adult population are thinkers
Ask the question... what does this mean?

Sensors....Characteristics of

Hands-on / Skills-oriented / Doers
Practical application
Fast movers / Skip the theory
The "common sense" group
Learn by doing / Demonstration / Coaching
18% of the adult population are sensors
Ask the question...How does this work?

Feelers....Characteristics of

Peace-makers / Cannot tolerate conflict
Tend to generalize / think out loud
Get along well with others
Empathetic / Sentimental / Nostalgic
35% of the adult population are feelers
Ask the question... why are we doing this?

Intuitors....Characteristics of

Experimental attitudes / Self-motivated

Self-starters / Flexible

Open to alternatives for traditional learning styles

Enjoy the "arts"

Learn by self discovery, personal involvement, situational design, workshop, role play, brainstorming

25% of the adult population are intuitors

Ask the question....What if we tried it this way?

Ask learners if they were able to pinpoint a learning style that they identify with as their major one or two dominate styles. Allow 5 minutes to discuss.

Follow the PowerPoint.

78% of adults desire personal interaction and involvement with other learners

Only 22% of adults desire lecture

Say: Lecture is the least effective method for behavior change. Only 22% of all adults prefer lecture and 78% prefer to be actively engaged. Follow the PowerPoint.

Fact... We forget most of what we hear ...

within one hour **50%**

within 24 hours **70%**

within a week **90%**

Teaching Goal: To **lead** our learners to become **doers** of the Word and not just hearers only. James 1:22

Scientists tell us that we must engage 3 of the learner's senses if learning is to take place.

Say: As we plan our teaching outline, we want to use several different teaching methods which actively engages the learner.

Use The Five Basic Teaching Methods With Buzz Groups...

- **Brainstorming**
- **Case Study**
- **Discussion**
- **Question and Answer**
- **Lecture**

Say: *Use "buzz" groups to engage adult learners. When you teach provide an outline, use food, mold foil, use PowerPoint, Music, Pictures, objects, etc. in order to get the learners actively involved in the learning process. Follow the PowerPoint.*

Mix Methods with Buzz Groups....

Using Buzz Groups:

Provides a **safe** teaching environment

Builds **fellowship**

Learners **"grapple"** with God's Word and engage their **learning** style

Leaders are discovered

B **uzz Groups**

Ask learners to return to their groups and discuss: using buzz groups, what three methods would they feel comfortable implementing in a teaching session in their small group.

Allow 5 minutes.

Call time and ask them to share their answers. Allow 3 minutes.

Say: *The following acrostic is helpful in creating an engaging teaching presentation. Follow the PowerPoint.*

Teaching with EPICTivity.....

- E** Extremely good presentation
- P** Participatory/involve your learners
- I** Image based/use color
- C** Connect/ allow your learners to interact with one another

Say: *As we teach, we need to get back to teaching Bible basics. It is best illustrated in the Application Bridge. Follow PowerPoint.*

The Application Bridge

What did it mean?
What is the timeless principle?
How can we make an application?

Curriculum

What should we teach? The **Bible**

Say: *As a teacher, I must look for ways to evaluate my teaching. I want to teach for results so therefore, I want to ask myself the following questions. Follow the PowerPoint.*

Teach For Results (Evaluating My Teaching)

Do I teach to meet the needs of my learners?
Do I teach members out of my class and into ministry positions in the church?
Do I teach to reproduce new units? (Start new groups)

C all attention to the handouts: Fast Track Bible Teaching Outline and the Fast Track Bible Teaching Preparation Outline. The Preparation Outline sheet explains how to use the Teaching Outline. Encourage teachers to begin using this outline in their teaching sessions.

Fast Track Teaching Outline

Include the following in your teaching outline...

- Time line for teaching session / budget your minutes
- Attention Getter
- Transition statement
- Image / pictures / PowerPoint / object / food / foil / etc.
- Method One / Method Two / Method Three
- Handout / Outline / Listening Sheet / Fill-in-the-blank sheet
- Up to 15 minutes of lecture at different points in your presentation
- Application

Say: In order to insure the teacher has the needed time to present the lesson, it is important for the group agenda to stay on track each session. Consider planning with your team a weekly timeline agenda.

Create a Weekly Timeline Agenda for Your Small Group Time

Sit down with your team and put together a timeline agenda which budgets minutes for fellowship time, announcements, prayer time, teaching time, etc. in order to protect the allowed teaching time. Teachers should teach by a time line teaching outline with budgeted minutes for each teaching point which ensures the lesson is covered and completed.

Say: That concludes the session. Ask if anyone has questions or comments. Ask this question: After participating in this session, does it make more sense to involve your learners in the teaching process? Allow for answers. Thank everyone for attending.

Encourage them to move beyond lecture and use buzz groups and different teaching methods to actively engage their learners so that change of behavior (spiritual maturity) will take place and the learners will become doers of the Word.

Close in prayer.

Fast Track Bible Teaching Preparation Outline

Topper Reid

Teaching Aim: The main point of the study

As you prepare your Bible lesson for next week, ask yourself these questions: 1) What is the main point of this week's lesson? 2) What Biblical truth am I trying to share with my learners?

Attention Getter: A method used to capture the interest of the learners and focus their interest on the Bible Lesson.

Transition Statement: A comment made by the teacher linking the attention getter to the Bible lesson and what will be studied in the lesson.

Body of Lesson: Learners will take part in an activity, which engages them in a learning activity, which leads them to discover the Biblical truth in the Bible lesson.

- Create buzz groups of 3-6 people. Use these buzz groups for each method.
- Give each buzz group several questions they must work as a team to answer.
- Ask each buzz group to listen as you read the Bible passage and then work as a team and answer each question.
- Give the buzz groups a set amount of time (3-8 minutes) to answer the questions.
- Call time and ask the buzz groups to share their answers.
- Take 6-8 minutes to briefly lecture, summarizing the points the buzz groups covered, filling in any additional information they left out.
- Stress the main Teaching Aim of the lesson.

Application:

- Share examples of how one might take today's lesson and apply it in life this week. (James 1:22)
- Break back into buzz groups and ask them to share some ideas they have regarding how they might apply today's lesson in life this week. Give 2-3 minutes and ask the buzz groups to report their answers.
- Challenge the whole group to personally apply this lesson in their lives and live it out.
- Next week, share how you applied it to your life. Hold the group accountable each week by asking them how successful they were in applying the truth in last week's lesson.

Conclusion:

- As a result of today's lesson, how will I apply God's Word to my life this week?
- Close in prayer.
- Question: Did I nail down the Teaching Aim?

Teaching Outline

Teaching Outcome: _____

Scripture Passage: _____

Attention Getter to draw learners into lesson

Transition statement into lesson

Method 1 Scripture orientation and questions about passage
buzz groups

Debriefing of questions

Additional info shared by teacher (mini lecture)

Method 2 _____
buzz groups

Debriefing

Additional info shared by teacher (mini lecture)

Method 3 _____
buzz groups

Debriefing

Additional info shared by teacher (mini lecture)

Application shared by teacher

Conclusion